



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

4837 E. McDowell Road, Phoenix, AZ 85008

Daisy Education Corporation

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05	Highly Performing
2003-04	N/A
2002-03	Not Evaluated

(a) For additional information, please refer to Achievement Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	N/A
2002-03	Not Evaluated

School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

(b) For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Mr. Varol Gurler
 Schedule : 07:45 AM to 04:15 PM
 Grades : K-8
 2005 Enrollment : 119
 Web Address : www.sonoranacademy.org/phoenix
 Phone Number : (602) 244-9855
 Fax Number : (602) 244-9856
 E-mail : varolgurler@sonoranacademy.org

Mission

The mission of the Sonoran Science Academy (SSA) is to offer a comprehensive math, science, and computer technology-based K-8th grade liberal arts curriculum that prepares students for academic success within today's high-tech global community.

School / Academic Goals

SSA believes that fostering children with a well-rounded social background is a necessary part of college preparation. It is this balance between academics and extracurricular participation that becomes a formula for success in university and life.

Enrollment

October 1, 2004 School Year Student Enrollment : 39
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 45

Instructional Programs

- Ü Full Day Kindergarten
- Ü Tutoring

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/10/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

It is the conviction of SSA that the educational process can only be successful if the essential underlying triad of Student-Teacher-Parent works in harmony. All parents are welcomed on campus and encouraged to find a place to make their own personal contribution. Although this is by no means a requirement, SSA faculty and students have enjoyed the many individual contributions parents have shared and thus enriched our campus.

Parents

To schedule time every night for the student to work. To encourage quality work and completion of homework assignments. To support the value of various types of homework. To demonstrate academic integrity and not give so much help that the value of the homework will be destroyed. To contact classroom teacher if problems develop that are not resolved by the student. To always act respectfully to teachers, administrators, and other parents and students.

Transportation Policy

All parents should drop off and pick up their children in the designated areas.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor

Year

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	15	79306	--	94	99	--	485	445	--	0	10	--	0	18	--	67	51	--	33	20
All Students (Prior Year)	--	21	75509	--	100	100	--	523	521	--	10	13	--	29	23	--	24	33	--	38	31
Female	--	NC	38691	--	NC	99	--	NC	446	--	NC	10	--	NC	18	--	NC	52	--	NC	20
Male	--	10	40583	--	100	99	--	500	445	--	0	11	--	0	18	--	60	50	--	40	21
African American	--	NC	4041	--	NC	99	--	NC	426	--	NC	17	--	NC	23	--	NC	50	--	NC	10
Hispanic	--	NC	32869	--	NC	99	--	NC	429	--	NC	15	--	NC	25	--	NC	51	--	NC	10
Asian/Pacific Islander	--	NC	1935	--	NC	99	--	NC	474	--	NC	3	--	NC	9	--	NC	48	--	NC	40
American Indian/Alaskan Native	--	NC	4264	--	NC	100	--	NC	419	--	NC	19	--	NC	30	--	NC	45	--	NC	6
White	--	NC	36197	--	NC	99	--	NC	463	--	NC	5	--	NC	11	--	NC	53	--	NC	31
Students with Disabilities	--	--	10321	--	--	100	--	--	389	--	--	30	--	--	27	--	--	34	--	--	9
Students without Disabilities	--	15	69060	--	94	98	--	485	454	--	0	7	--	0	17	--	67	54	--	33	22
Limited English Proficient Students	--	--	15509	--	--	100	--	--	406	--	--	20	--	--	30	--	--	45	--	--	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	--	--	39415	--	--	96	--	--	431	--	--	15	--	--	25	--	--	50	--	--	10
Non-Economically Disadvantaged	--	15	39966	--	100	100	--	485	459	--	0	6	--	0	12	--	67	52	--	33	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	15	79395	--	0	99	--	484	446	--	0	9	--	0	25	--	78	55	--	22	11
All Students (Prior Year)	--	21	75492	--	100	100	--	522	519	--	14	12	--	10	16	--	48	47	--	29	24
Female	--	NC	38743	--	NC	100	--	NC	451	--	NC	7	--	NC	24	--	NC	57	--	NC	12
Male	--	10	40618	--	0	99	--	486	440	--	0	11	--	0	27	--	80	53	--	20	9
African American	--	NC	4052	--	NC	100	--	NC	434	--	NC	11	--	NC	29	--	NC	54	--	NC	6
Hispanic	--	NC	32915	--	NC	99	--	NC	426	--	NC	15	--	NC	35	--	NC	47	--	NC	4
Asian/Pacific Islander	--	NC	1936	--	NC	99	--	NC	468	--	NC	3	--	NC	14	--	NC	63	--	NC	19
American Indian/Alaskan Native	--	NC	4271	--	NC	100	--	NC	420	--	NC	15	--	NC	42	--	NC	41	--	NC	2
White	--	NC	36221	--	NC	99	--	NC	465	--	NC	4	--	NC	15	--	NC	63	--	NC	17
Students with Disabilities	--	--	10331	--	--	100	--	--	388	--	--	25	--	--	37	--	--	34	--	--	4
Students without Disabilities	--	15	69139	--	0	99	--	484	454	--	0	7	--	0	24	--	78	58	--	22	11
Limited English Proficient Students	--	--	15545	--	--	100	--	--	399	--	--	21	--	--	42	--	--	35	--	--	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	--	--	39484	--	--	96	--	--	429	--	--	14	--	--	35	--	--	47	--	--	4
Non-Economically Disadvantaged	--	15	39986	--	0	100	--	484	461	--	0	4	--	0	16	--	78	63	--	22	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	14	78869	--	88	99	--	457	442	--	0	6	--	22	21	--	78	63	--	0	10
All Students (Prior Year)	--	20	75053	--	95	99	--	589	597	--	5	7	--	5	12	--	85	72	--	5	9
Female	--	NC	38536	--	NC	99	--	NC	458	--	NC	4	--	NC	15	--	NC	67	--	NC	14
Male	--	NC	40302	--	NC	99	--	NC	428	--	NC	8	--	NC	26	--	NC	60	--	NC	7
African American	--	NC	4015	--	NC	99	--	NC	430	--	NC	8	--	NC	24	--	NC	61	--	NC	7
Hispanic	--	NC	32606	--	NC	98	--	NC	426	--	NC	8	--	NC	27	--	NC	60	--	NC	5
Asian/Pacific Islander	--	NC	1925	--	NC	99	--	NC	471	--	NC	3	--	NC	11	--	NC	64	--	NC	22
American Indian/Alaskan Native	--	NC	4245	--	NC	100	--	NC	423	--	NC	9	--	NC	26	--	NC	61	--	NC	4
White	--	NC	36078	--	NC	99	--	NC	459	--	NC	4	--	NC	16	--	NC	66	--	NC	14
Students with Disabilities	--	--	10246	--	--	100	--	--	367	--	--	18	--	--	39	--	--	40	--	--	4
Students without Disabilities	--	14	68697	--	88	98	--	457	454	--	0	4	--	22	18	--	78	67	--	0	11
Limited English Proficient Students	--	--	15339	--	--	100	--	--	399	--	--	11	--	--	31	--	--	54	--	--	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	--	--	39106	--	--	95	--	--	427	--	--	8	--	--	28	--	--	59	--	--	5
Non-Economically Disadvantaged	--	14	39837	--	93	100	--	457	457	--	0	4	--	22	14	--	78	67	--	0	15

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	25	78906	--	100	99	--	516	498	--	13	13	--	9	19	--	57	48	--	22	20
All Students (Prior Year)	--	24	76019	--	92	100	--	515	499	--	4	14	--	46	39	--	8	14	--	42	33
Female	--	NC	38644	--	NC	99	--	NC	500	--	NC	12	--	NC	19	--	NC	49	--	NC	19
Male	--	17	40236	--	100	99	--	524	497	--	13	15	--	7	19	--	47	46	--	33	20
African American	--	--	4087	--	--	99	--	--	481	--	--	20	--	--	24	--	--	45	--	--	11
Hispanic	--	NC	31938	--	NC	99	--	NC	481	--	NC	19	--	NC	25	--	NC	46	--	NC	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	--	--	4593	--	--	100	--	--	467	--	--	26	--	--	29	--	--	39	--	--	6
White	--	23	36483	--	100	99	--	516	517	--	14	7	--	9	13	--	55	51	--	23	30
Students with Disabilities	--	NC	10664	--	NC	100	--	NC	430	--	NC	42	--	NC	27	--	NC	26	--	NC	5
Students without Disabilities	--	22	68310	--	100	98	--	518	509	--	10	9	--	10	18	--	60	51	--	20	22
Limited English Proficient Students	--	--	12573	--	--	100	--	--	454	--	--	27	--	--	30	--	--	38	--	--	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	--	--	38679	--	--	96	--	--	483	--	--	20	--	--	25	--	--	45	--	--	10
Non-Economically Disadvantaged	--	25	40295	--	100	100	--	516	513	--	13	7	--	9	13	--	57	50	--	22	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	25	78908	--	0	99	--	506	484	--	4	10	--	9	23	--	74	58	--	13	9
All Students (Prior Year)	--	24	76020	--	92	100	--	512	503	--	8	25	--	29	23	--	50	40	--	13	12
Female	--	NC	38648	--	NC	99	--	NC	489	--	NC	8	--	NC	22	--	NC	61	--	NC	10
Male	--	17	40233	--	0	99	--	507	479	--	7	12	--	7	25	--	67	55	--	20	8
African American	--	--	4092	--	--	99	--	--	473	--	--	12	--	--	28	--	--	54	--	--	5
Hispanic	--	NC	31940	--	NC	99	--	NC	465	--	NC	16	--	NC	32	--	NC	49	--	NC	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	--	--	4569	--	--	100	--	--	457	--	--	18	--	--	39	--	--	41	--	--	2
White	--	23	36502	--	0	99	--	505	502	--	5	4	--	9	14	--	73	67	--	14	15
Students with Disabilities	--	NC	10665	--	NC	100	--	NC	423	--	NC	30	--	NC	36	--	NC	31	--	NC	2
Students without Disabilities	--	22	68312	--	0	98	--	511	493	--	0	7	--	10	21	--	75	62	--	15	10
Limited English Proficient Students	--	--	12556	--	--	100	--	--	436	--	--	24	--	--	40	--	--	35	--	--	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	--	--	38662	--	--	96	--	--	468	--	--	16	--	--	32	--	--	49	--	--	3
Non-Economically Disadvantaged	--	25	40315	--	0	100	--	506	498	--	4	5	--	9	15	--	74	66	--	13	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	25	78750	--	100	99	--	464	500	--	17	6	--	35	29	--	48	63	--	0	2
All Students (Prior Year)	--	24	75673	--	92	100	--	527	530	--	8	12	--	29	25	--	58	58	--	4	4
Female	--	NC	38586	--	NC	99	--	NC	515	--	NC	4	--	NC	22	--	NC	71	--	NC	3
Male	--	17	40135	--	100	99	--	465	486	--	20	8	--	27	35	--	53	56	--	0	1
African American	--	--	4081	--	--	99	--	--	488	--	--	8	--	--	32	--	--	59	--	--	2
Hispanic	--	NC	31841	--	NC	99	--	NC	483	--	NC	8	--	NC	36	--	NC	55	--	NC	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	--	--	4586	--	--	100	--	--	481	--	--	8	--	--	37	--	--	54	--	--	1
White	--	23	36440	--	100	99	--	460	516	--	18	3	--	36	22	--	45	71	--	0	4
Students with Disabilities	--	NC	10622	--	NC	100	--	NC	415	--	NC	21	--	NC	50	--	NC	28	--	NC	1
Students without Disabilities	--	22	68196	--	100	98	--	475	513	--	10	3	--	40	25	--	50	69	--	0	3
Limited English Proficient Students	--	--	12504	--	--	100	--	--	451	--	--	12	--	--	44	--	--	43	--	--	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	--	--	38558	--	--	96	--	--	485	--	--	8	--	--	37	--	--	54	--	--	1
Non-Economically Disadvantaged	--	25	40260	--	100	100	--	464	514	--	17	3	--	35	21	--	48	72	--	0	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	72	78250	NC	100	99	NC	594	548	NC	3	21	NC	13	18	NC	52	48	NC	32	13
All Students (Prior Year)	--	43	75001	--	100	99	--	496	468	--	19	37	--	37	36	--	23	16	--	21	10
Female	NC	33	38071	NC	100	99	NC	598	549	NC	4	20	NC	12	19	NC	50	49	NC	35	12
Male	NC	39	40126	NC	100	99	NC	592	547	NC	3	23	NC	14	17	NC	53	46	NC	31	14
African American	--	NC	4058	--	NC	99	--	NC	523	--	NC	32	--	NC	22	--	NC	41	--	NC	5
Hispanic	NC	14	29129	NC	100	99	NC	552	527	NC	10	32	NC	40	23	NC	40	40	NC	10	6
Asian/Pacific Islander	--	NC	1747	--	NC	100	--	NC	589	--	NC	9	--	NC	9	--	NC	50	--	NC	32
American Indian/Alaskan Native	NC	NC	4996	NC	NC	100	NC	NC	518	NC	NC	36	NC	NC	25	NC	NC	36	NC	NC	4
White	--	54	38320	--	100	99	--	600	568	--	2	12	--	8	14	--	52	55	--	38	19
Students with Disabilities	--	NC	9329	--	NC	100	--	NC	454	--	NC	64	--	NC	18	--	NC	16	--	NC	2
Students without Disabilities	NC	64	68996	NC	100	99	NC	599	561	NC	2	16	NC	13	18	NC	50	52	NC	35	14
Limited English Proficient Students	--	--	10133	--	--	100	--	--	488	--	--	45	--	--	25	--	--	28	--	--	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	--	--	33388	--	--	94	--	--	530	--	--	32	--	--	22	--	--	40	--	--	5
Non-Economically Disadvantaged	NC	72	44937	NC	100	100	NC	594	561	NC	3	13	NC	13	15	NC	52	54	NC	32	18

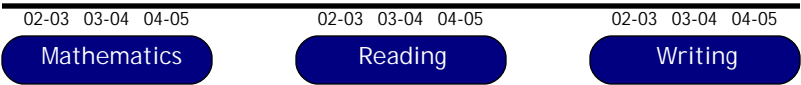
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	72	78302	NC	0	99	NC	559	512	NC	2	11	NC	10	25	NC	68	57	NC	21	7
All Students (Prior Year)	--	42	74918	--	98	99	--	524	497	--	19	32	--	14	19	--	29	35	--	38	15
Female	NC	33	38082	NC	0	99	NC	567	518	NC	4	8	NC	4	24	NC	62	61	NC	31	7
Male	NC	39	40166	NC	0	99	NC	552	507	NC	0	14	NC	14	26	NC	72	54	NC	14	6
African American	--	NC	4064	--	NC	100	--	NC	498	--	NC	14	--	NC	29	--	NC	54	--	NC	3
Hispanic	NC	14	29152	NC	0	99	NC	525	492	NC	10	17	NC	10	34	NC	70	46	NC	10	2
Asian/Pacific Islander	--	NC	1746	--	NC	100	--	NC	542	--	NC	5	--	NC	13	--	NC	66	--	NC	16
American Indian/Alaskan Native	NC	NC	4993	NC	NC	100	NC	NC	484	NC	NC	19	NC	NC	38	NC	NC	42	NC	NC	1
White	--	54	38347	--	0	99	--	565	531	--	0	5	--	10	17	--	69	68	--	21	10
Students with Disabilities	--	NC	9353	--	NC	100	--	NC	429	--	NC	40	--	NC	38	--	NC	22	--	NC	1
Students without Disabilities	NC	64	69024	NC	0	99	NC	565	524	NC	2	7	NC	7	23	NC	67	62	NC	24	7
Limited English Proficient Students	--	--	10140	--	--	100	--	--	451	--	--	28	--	--	43	--	--	29	--	--	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	--	--	33398	--	--	94	--	--	495	--	--	18	--	--	35	--	--	46	--	--	2
Non-Economically Disadvantaged	NC	72	44979	NC	0	100	NC	559	525	NC	2	6	NC	10	18	NC	68	66	NC	21	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	72	78094	NC	100	99	NC	584	545	NC	2	3	NC	8	18	NC	81	77	NC	10	2
All Students (Prior Year)	--	43	74503	--	100	99	--	523	491	--	5	9	--	28	32	--	49	51	--	19	8
Female	NC	33	38025	NC	100	99	NC	605	558	NC	0	2	NC	4	13	NC	85	82	NC	12	2
Male	NC	39	40013	NC	100	99	NC	570	534	NC	3	5	NC	11	23	NC	78	71	NC	8	1
African American	--	NC	4037	--	NC	99	--	NC	532	--	NC	4	--	NC	22	--	NC	73	--	NC	1
Hispanic	NC	14	29068	NC	100	99	NC	565	523	NC	0	5	NC	30	27	NC	70	67	NC	0	1
Asian/Pacific Islander	--	NC	1743	--	NC	100	--	NC	577	--	NC	2	--	NC	9	--	NC	82	--	NC	8
American Indian/Alaskan Native	NC	NC	4981	NC	NC	100	NC	NC	526	NC	NC	4	NC	NC	25	NC	NC	70	NC	NC	0
White	--	54	38265	--	100	99	--	587	564	--	2	2	--	4	11	--	81	84	--	13	3
Students with Disabilities	--	NC	9275	--	NC	100	--	NC	444	--	NC	14	--	NC	46	--	NC	39	--	NC	1
Students without Disabilities	NC	64	68892	NC	100	98	NC	592	559	NC	2	2	NC	6	14	NC	81	82	NC	11	2
Limited English Proficient Students	--	--	10084	--	--	100	--	--	474	--	--	10	--	--	39	--	--	50	--	--	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	--	--	33296	--	--	94	--	--	527	--	--	5	--	--	27	--	--	67	--	--	0
Non-Economically Disadvantaged	NC	72	44871	NC	100	100	NC	584	559	NC	2	2	NC	8	12	NC	81	84	NC	10	3

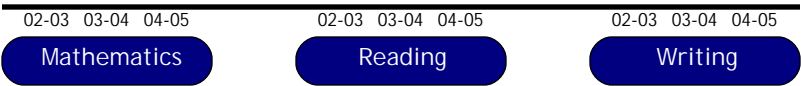
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

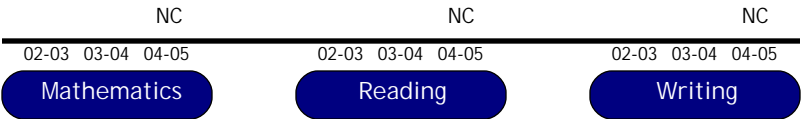
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	--	--	--	50	--	--	--	58	--	--	66	47
	Language	--	--	--	43	--	--	--	50	--	--	70	47
	Mathematics	--	--	--	57	--	--	--	64	--	--	83	50
3	Reading	--	--	--	47	--	--	NA	55	--	--	49	44
	Language	--	--	--	54	--	--	61	61	--	--	49	44
	Mathematics	--	--	--	54	--	--	69	61	--	--	55	51
4	Reading	--	--	--	52	--	--	NA	56	--	--	58	48
	Language	--	--	--	48	--	--	64	52	--	--	60	49
	Mathematics	--	--	--	57	--	--	71	61	--	--	63	53
5	Reading	--	--	--	50	--	--	NA	55	--	--	65	50
	Language	--	--	--	46	--	--	54	49	--	--	66	50
	Mathematics	--	--	--	57	--	--	77	63	--	--	68	49
6	Reading	--	--	78	53	--	--	NA	56	100	65	70	51
	Language	--	--	69	45	--	--	62	48	100	47	62	47
	Mathematics	--	--	89	62	--	--	81	66	100	71	73	52
7	Reading	--	--	68	51	--	--	NA	54	NC	NC	64	50
	Language	--	--	78	54	--	--	78	58	NC	NC	66	52
	Mathematics	--	--	85	58	--	--	85	62	NC	NC	69	50
8	Reading	--	--	62	53	--	--	NA	55	NC	NC	72	51
	Language	--	--	62	49	--	--	74	52	NC	NC	70	50
	Mathematics	--	--	73	58	--	--	85	61	NC	NC	72	53

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

Council Duties

School Administrator(s)	Ü
Non-certified Employee(s)	Ü
Teacher(s)	Ü
Parent(s)	Ü
Community Member(s)	Ü
Student(s)	Ü

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	12.00
Other Professional Staff	3.00	Teacher Aide	.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	0	0	0
4 to 6 years	4	0	0	0
7 to 9 years	2	0	0	0
10 or more years	0	0	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	35
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

Ü Computer Lab	Ü Science Lab
Ü Library	

Extracurricular Activities

Ü Math & Science Olympiad Program
Ü Academic & Social Clubs
Ü Free Tutoring
Ü Sport Activities

Social Services

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

2004 First Lego League Robust Programming Award.

2005 Math League 4th place in the region (6th Grade)

2005 AATM (American Association of Math Teachers) 4th and 6th places.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	93	95	94	95
Transfers Out Rate ⁵	59	12	12	17
Transfers In Rate ⁶	62	28	28	37
Stability Rate ⁷	40	87	87	82
Promotion Rate ⁸	63	96	95	81
Retention Rate ⁹	20	1	1	3
Dropout Rate ¹⁰	13	0	1	6
Status Unknown ¹¹	13	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Sonoran Science Academy (SSA) requires that each student buy Accident Insurance through Sonoran Science Academy.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

Name		Phone Number
School Site Council		
Transportation Policy		
Community Resources		
School Nutrition Programs		
Parent Organization		
Student Health/Nurse	CELINA METZGAR	(602) 244-9855

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** Due to booklet size printing, print copies are produced in multiples of 4.